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KNOWLEDGE FACTORS OF KNOWLEDGE-SHARING INTENTION AND BEHAVIOR

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Abstract: Changes in the external environment in the world of education, ranging from the social, economic, technological, and political, education requires rethinking how these changes influence as an institution and how it should interact with these changes. Islamic University has more challenges than other high institutions. The challenges are linked to the human resource improvement in science and technology. Islamic University has also been bonded to a commitment of leading the core mission of university; therefore, Islamic University has to hold strong commitment and needs to be attached by self-image which bolds life values in leading the commitment. This research is based on the theory of reasoned action and the theory of planned behavior, by developing other theories related to knowledge-sharing behavior such as covering information technology and Islamic teachings. Data are analyzed using Structural Equation Modeling with Analysis of Moment Structures application program. The research objectives are to test and analyze direct and indirect effects the variables of information technology covering, Islamic teachings, attitude, subjective norm and perceived behavior control on and knowledge-sharing behavior.The result shows that technology, religion taught, and theory of planned behavior insignificantly influence knowledge-sharing behavior.

Keywords: Theory of Planned Behavior, Knowledge-sharing Behavior

Introduction

Knowledge Management (KM) recently is becoming the focus of attention from various circles of practitioners and academics. Organizations have realized that in order to compete successfully in rapid developing market, improving competence and knowledge in an organization are needed (Orr and Persson, 2003). Chauhan and Bontis (2004) and Kawalek (2004), state that today is the moment of "knowledge era", and only a organization which is able to manage the knowledge optimally, can survive in competitive circumstances. Knowledge is a core asset so that an organization has sustainable competitive advantage. The most important in KM is how to encourage individuals in an organization in sharing the knowledge about what they understand (Orr and Persson, 2003). Organization ability factor in encouraging knowledge-sharing behavior among employees, become important, because by knowledge-sharing, the knowledge can be distributed, implemented, and improved.

The customization of knowledge-sharing refers to promoting innovation sustainably. Knowledge-sharing can be done through seminar, workshop, conference, and discussion forum, or even by doing face-to-face or virtual world are the some activities reflecting in improving knowledge which affect to innovative behavior. Knowledge-sharing , practically, has two aspects: (1) behavior, and (2) technology. In predicting behavior when individual does not have full self awareness, Ajzen (1987) conveys the "theory of planned behavior". Ajzen (1988) states that one's behavior depends on behavioral intention which consists of three components, i.e.: attitude, subjective norms, and perceived behavior control. Attitude and subjective norm variables are included in the "theory of reasoned action", whilst the third variable exists in the "theory of planned behavior" (East, 1997). The theory of planned behavior is a tool which can be used to predict individual behavior when he or she does not have full self awareness control. That individual has obstacle or blockage so that the behavior in control.

Environment change occurred has influenced education by the presence of information technology. Information technology has presented new media in distributing information, which is digital media. This media has changed human thought framework as the response to the information package. Knowledge-sharing behavior is determined mostly by information technology role, known as IT (information technology), along with the research done by Huysman and Wulf (2006) and Kim and Lee (2006) which show that the use of IT has positive impact in collecting and spreading knowledge.

Religion also has important role in human race, as morale control and rightness precursor. The existence of Islamic paradigm about knowledge, showing that knowledge will not be run out if it is shared and when the more it is shared the more pahala. Sedikides (2010) also conveys that 80 percent people around the world believe that religion is an important part of their daily lives.

Managing knowledge resources is a function in modern organization. Knowledge is treated as potential and strategic resources because it affects significantly the organization's competitive advantage (Alavi and Leidner, 2001). Knowledge-sharing strategy done by the organization is a target to promote the sharing of knowledge, idea, and experience among individuals and groups (Cabrera and Cabrera, 2002).

Religion taught is defined as the comprehension about Koran and Hadists related to knowledge-sharing behavior by determining how extent the behavior is being motivated by religion taught in life. The indicators based on Koran is the existence of role-sharing as mentioned in At-Taubah (122), attending the knowledge-sharing group as mentioned in Al-Ahqaf (29-31), sharing the knowledge openly as mentioned in Al-Hijr (94-95), and realizing that time holds essential point in life as mentioned in Al-Ashr (1-3). While the indicators based on Hadists are the obligation to share knowledge and the knowledge we share will return us the merit from Allah (*pahala*).

This study aims to test and analyze direct and indirect influence of information technology proficiency, Islamic taught, attitude, subjective norm, and perceived behavioral control on knowledge-sharing intention and behavior.

Literature Review

Theory of Reasoned Action And Theory of Planned Behavior

Theory of Reasoned Action was formulated in 1967 in attempt of giving consistency on the study between attitude and behavior (Fishbein and Ajzen, 1975; Werner, 2004). Theory of Planned Behavior (Ajzen, 1991) was assumed as the improvement of the Theory of Reasoned Action (Werner, 2004). Ajzen (2005) states that attitude on behavior is determined by beliefs gained about consequences of behavior or known as behavioral beliefs. Belief related to one's subjective judgment to his surroundings, self understanding and environment. How to understand belief, in the Theory of Reasoned Action, Ajzen states that belief can be expressed by linking a behavior which is going to be predicted with many advantages and disadvantages one's will get whether he does or not. This belief will strengthen attitude to behavior based on data evaluation of how the behavior is able to benefit for the doers. Attitude is defined as the stages of positive feeling about knowledge-sharing. The indicator used is knowledge-sharing attitude which are as good and risky attitude, delightful experience, strongly useful, and wise acting referring to the researches done by Ajzen (1991, 2002), Bock and Kim (2000, 2002), Bock and Pan (n.d.), Ryu *et al.* (2003), Lin and Lee (2004), Chatzoglou and Vraimaki (2009).

On the other hand, others important aspects of this theory is subjective norm is one's feeling or allegations on the expectation from people in a life about what he does and not, since this feeling is subjective so that this dimension known as subjective norm. The relation between attitude and behavior determines significantly, so that subjective norm is also affected by beliefs, what differentiates is if the relationship is attitude toward behavior that would do the subjective

norm is a function of one's beliefs obtained the views of people related to normative belief. Subjective norm is defined as the social-pressure feeling in implementing or not doing the knowledge-sharing behavior. The indicators used are the existence of hope and belief, the importance of doing knowledge-sharing and the conformity to do knowledge-sharing referring to researches done by Ajzen (1991, 2002), Bock and Pan (n.d.), Ryu *et al.* (2003), Lin and Lee (2004), Chatzoglou and Vraimaki (2009).

Perceived behavioral control, also known as behavior control, is one's feeling about how either easy or difficult to realize a particular behavior (Ajzen, 2005). Ajzen explores about feelings related to control behavior by distinguishing it with locus of control stated by Rotter's. Control center is related to one's belief which is relatively stable in every condition. Perceived behavioral control changes based on the situation and the types of behavior that is going to be done. Center control related to individual's belief that an achievement in doing anything relays on its own attempt (Rotter, 1966). This belief is linked to specific achievement, such as belief in having skill proficiency to use computer well, and it is known by perceived behavioral control. Perceived behavioral control is easiness and difficulty perception experienced when doing knowledge-sharing behavior. The indicators used are the possibility of knowledge-sharing, the ability of knowledge-sharing based on the individuals and their interest referring to researches done by Ajzen (1991, 2002), Ryu *et al.* (2003) Lin and Lee (2004), Chatzoglou and Vraimaki (2009).

Information Technology development has a very big impact in many sides of live, as well as in education, such as conveying learning material using online learning system, e-learning or web based learning. The use of information technology is bringing excellent in order to improve learning system, learning material to be teachings, and how the process to be applied. The use of information technology potentially affects to numerous knowledge, since the use of information technology has been studied in many researches (Jarvenpaa and Staples, 2000; Huysman and Wulf, 2006). A research done by Jarvenpaa and Staples (2000) state that the use of information system with computer based and electronic media has contributes in providing valuable information for individual in an organization. Information technology proficiency is the frequency level in using information technology. The indicators used are systems of bulletin, e-mail, webpage, charting room, computer program and knowledge and database storage referring to the researches done by Bock and Kim (2000, 2002), Bock and Pan (n.d.), Chatzoglou and Vraimaki (2009).

Bakhtiar (1997) states that terminologically, a religion is a believing system to God perceived by a community by always interacting with Him. Some reasons of why a religion is really important in human's life, such as: (a). Due religion is the moral source, (b). Because religion is a hint of truth, (c). Because religion is a source of information about the problem of metaphysics, (d) Because religion provide spiritual guidance to people both in times like, and in times of sorrow. Sedikides (2010), states that 80 percent of people around the world say that religion is an important part of their daily lives. Science occupies a very important position in the teachings of Islam, it is evident from the many verses of Al-Quran that sees men of knowledge in a high position and hadith-hadith besides noble prophet to his people lots of encouragement to continue their studies. Obligation to submit Studies in Islamic teachings can be seen for example in the Word of Allah in Surat At-Taubah verse 122, which means:

> *"It is suitable for those who went all believers (to war). Why not get away from each faction among them some people to deepen their knowledge of religion and to warn their people when they have been returned to Him, so that they can keep Him."* (At-Taubah: 122).

Knowledge is positioned in importantly in Islamic taught, this is reflected by many verses in Koran saying that educated person or person with knowledge has high and precious, other than that, Prophet's Hadists give many encouragements for people to always learn the knowledge. In knowledge development, we have to possess intellectuality attitude as commanded by Allah in Koran. First is being critical on problems as written in *Az-Zumar* verse

18. Second is forbidding sayings and actions that content no knowledge as written in *Al-Isra* verse 36. And third is using logical thinking as maximal as it can be as written in *Yunus* verse 101. Every Muslim, whatever the profession and skill is, has same obligation to present the kindness and spread *da'wah*, this is also told by Prophet Muhammad SAW, which is, "Let know from me, even only for one verse." (HR. *Bukhari*).

Using approach developed by Ajzen (1991), regarding to the Theory of Planned Behavior which consists variables of attitude, subjective norms, perceived behavioral control, knowledge-sharing intention and knowledge-sharing behavior,this research has differences to the previous ones because it is integrated in a research model from the perspective of: (1) variables relation studied, (2) inserting back the information technology proficiency variable which is not confirmed in model testing done by Chatzoglou and Vraimaki (2009), (3) analysis unit, and (4) Islamic Teachings variable as addition.

Previous Research has shown that there is strong causal relationship between intention and behavior as targeted (Ryu et al., 2003), as has been suggested by previous theories. Next, H1.a and H2.b, are tended to the level of individual information technology use. Information Technology is believed to be important factors in KM (Bock and Kim, 2002). The influence of information technology proficiency level on knowledge-sharing intention and behavior is necessary to be researched in hypotheses below:

H1.a. Information technology significantly influences knowledge-sharing intention.

H1.b. Information technology significantly influences knowledge-sharing behavior either directly or indirectly.

Alawi *et al.* (2007) did research in Bahrain, stated that religion teachings significantly affects in determining behavior and strongly influences on business performances, based on those so that the hypotheses constructed are:

H2.a. Islamic taught understanding significantly influences knowledge-sharing intention.

H2.b. Islamic taught understanding significantly influences knowledge-sharing behavior either directly or indirectly.

The Theory of Planned Behavior affirms that the more the intention to do behavioral act, the more possibility the individual will do the behavior (Ajzen, 1991). Regarding to these, so that direct and indirect influences of attitude, subjective norm, and perceived behavioral control on knowledge-sharing intention and behavior are also studied by composing these hypotheses resumes:

H3 a. Attitude significantly influences knowledge-sharing intention.

H3.b. Attitude significantly influences knowledge-sharing behavior either directly or indirectly.

H4.a. Subjective norm significantly influences knowledge-sharing intention.

H4.b. Subjective norm significantly influences knowledge-sharing behavior either directly or indirectly.

H5.a. Perceived behavioral control significantly influences knowledge-sharing intention.

H5.b. Perceived behavioral control significantly influences knowledge-sharing behavior either directly or indirectly.

H6. Intention significantly influences knowledge-sharing behavior.

Research Methodology

This research takes places in the Riau provinces, known as one of provinces in Indonesia which directly borders on Malaysia. Riau province is located in the heart of Sumatera Island with width of 111.228,65 Km². And the societies in Riau are extremely religious since Islamic taught is as norm and spirit in doing daily activities there. The population in this research is all lecturers in 16 Islamic universities in Riau Province amounted at 554 people. Sample in this research is 190 respondents with purposive sampling methods, the sample determined by employee position or have worked for more than 5 years. This method is determined with considering of getting accurate information about knowledge-sharing behavior based on lecturer's working experience.

Instrument in this research is questionnaire measured by Likert scale which is 1 = very disagree and 5= very agree. Measurement method using Likert Scale is due to this scale nowadays becomes popular and to be used more by researchers in human resources and other social sciences fields. Data collecting technique is done by using questionnaires set up by Likert Scale and interview.

There are seven variables used to be tested. All of the variables used in this study is go though several data screeing, such as validity test and reliability test using the rule of tumb of no values greater than 0.3. and for the reliability test using Cronbach method which in this research using values greater than 0.6. to be said if the instrument is reliable.

Method of Data Analysis

For the purposes of data analysis in this study will be used inferential statistics, inferential statistical method used is Structural Equation Modeling (SEM). SEM is used to test research hypotheses. The patterns of variables relationship studied here are causal relationships of one or several independent variables on one or several dependent variables.

Results and Discussion

Path analysis is generally used to test direct and indirect effects of variables used as "cause" on variables of "impact" by forming diagram and path coefficient. So that, path analysis model and path coefficient are excellent in illustrating causal effects or causal relationships of several variables graphically.

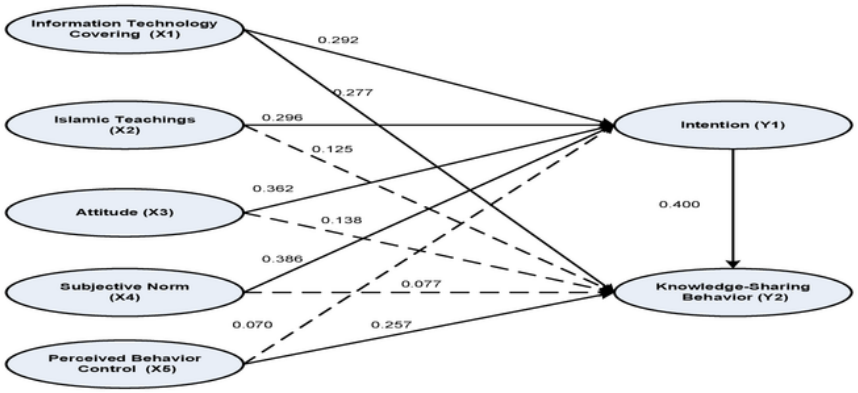

Figure 1. Results of Structural Model

Table 1. Hypotheses Testing Results: Direct Effect

Hypothesized path	Direct Effect	P-value	Result
X1 → Y1	0.292	0.005	Significant
X2 → Y1	0.296	0.005	Significant
X3 → Y1	0.362	0.002	Significant
X4 → Y1	0.386	0.001	Significant
X5 → Y1	0.070	0.417	Insignificant
X1 → Y2	0.277	0.018	Significant
X2 → Y2	0.125	0.247	Insignificant
X3 → Y2	0.138	0.235	Insignificant
X4 → Y2	0.077	0.517	Insignificant
X5 → Y2	0.257	0.008	Significant
Y1 → Y2	0.400	0.017	Significant

Table 2. Hypotheses Testing Results: Indirect Effect

Hypothesized path	Direct Effect		Indirect Effect	Result
X1 →Y1 → Y2	X1 →Y1 = 0.292	Y1 → Y2 = 0.400	0.117	Significant
X2 →Y1 → Y2	X2 →Y1 = 0.296	Y1 → Y2 = 0. 400	0.118	Significant
X3 →Y1 → Y2	X3 →Y1 = 0.362	Y1 → Y2 = 0. 400	0.145	Significant
X4 →Y1 → Y2	X4 →Y1 = 0.386	Y1 → Y2 = 0. 400	0.154	Significant
X5 →Y1 → Y2	X5 →Y1 = 0.070	Y1 → Y2 = 0. 400	0.028	Insignificant

Based on table 1 and table 2, the influence coefficient between the mastery of information technology by the willingness to share knowledge is at 0.292 with a p-value of 0.005. P-value <0.05 indicates that the hypothesis **H1a** acceptable. The results are consistent with the findings of previous research that states the higher the mastery of information technology, the higher the willingness to share knowledge. Previous research conducted by Salisbury *et al.* (2001); Citrin *et al.* (2000) Goldsmith, 2002; Bobbit and Dabholkar, 2001; Chiu *et al.* (2005), Lee *et al.* (2010), while the influence coefficient between the mastery of information technology with knowledge-sharing behavior is at 0.277 with a p-value of 0.018. P-value <0.05 indicates that the hypothesis **H1b** acceptable. The results are consistent with the findings of previous research that states the higher the mastery of information technology, the higher the knowledge-sharing behavior. Previous research conducted by Bock and Kim (2000); Alawi *et al.* (2007); Alwi *et al.* (2009); Tohidinia and Mosakhani (2010). The coefficient of the indirect effect is positive indicating that the higher the value of mastery of information technology, the higher the knowledge-sharing behavior, if the intention to share knowledge also higher.

The influence coefficient between the teachings of Islam with the intention to share knowledge is at 0.296 with a p-value of 0.005. P-value <0.05 indicates that the hypothesis **H2a** acceptable. The results of this study support the research conducted Alawi *et al.* (2007). Whilst the coefficient between the teachings of Islam influence the behavior of knowledge-sharing is at 0.125 with a p-value of 0.247. P-value >0.05 indicates that the hypothesis **H2b** was rejected. That is, regardless of the value of Islamic teachings, will not be a significant effect on the level of the value of knowledge-sharing behavior. The results are inconsistent with the findings of previous studies conducted by the Alawi *et al.* (2007). The coefficient is positive, indirect effect indicates, the higher the value of Islamic teachings, the higher the knowledge-sharing behavior, if the intention to share knowledge also higher.

The influence coefficient between knowledge-sharing attitude and willingness to share knowledge is at 0.362 with a p-value of 0.002. P-value <0.05 indicates that the hypothesis **H3a** acceptable. The results are consistent with the findings of previous research that states the higher the value of knowledge-sharing attitudes, the higher the willingness to share knowledge. Previous research conducted by Bock and Kim (2002); Ryu *et al.* (2003); Lin and Lee (2004); Bock *et al.* (2005), So and Bolloju (2005); Chatzoglou and Vraimaki (2009); Tohidinia and Mosakhani (2010).The value of coefficient is influence attitudes towards intention to share knowledge according to Ajzen (1991), depending on the circumstances and habits of behavior in organizations. On the other hand, the influence coefficient between the attitude of sharing knowledge with knowledge-sharing behavior is at 0.138 with a p-value of 0.235. P-value> 0.05 indicates that the hypothesis **H3b** was rejected. The results are inconsistent with the findings of previous studies, which reported an influence of attitude to share knowledge with knowledge-sharing behaviors. Previous research carried out by Xue *et al.* (2011). The coefficient is positive indirect effect indicates, the higher the value of

knowledge-sharing attitudes, the higher the knowledge-sharing behavior, if the intention to share knowledge also higher.

The influence coefficient between subjective norms to share knowledge with intention to share knowledge is at 0.386 with a p-value of 0.001. P-value <0.05 indicates that the hypothesis **H4a** acceptable. The results are consistent with the findings of previous research that states the higher the subjective norm of knowledge-sharing, the higher the willingness to share knowledge. Previous research conducted by Ryu *et al*. (2003); Lin and Lee (2004); Chatzoglou and Vraimaki (2009). The influence coefficient between subjective norm to share knowledge with knowledge-sharing behavior is at 0.077 with a p-value of 0.517. P-value> 0.05 indicates that the hypothesis **H4b** was rejected. The results are inconsistent with the findings of previous studies, which reported an influence of subjective norm to share knowledge with knowledge-sharing behaviors. Previous research conducted by Masrek *et al*. (2008). The coefficient is positive indirect effect indicates, the higher the value of subjective norm of knowledge-sharing, the higher the knowledge-sharing behavior, if the intention share knowledge also higher.

The influence coefficient between perceived behavioral control with the intention of knowledge-sharing is at 0.070 with a p-value of 0.417. P-value> 0.05 indicates that the hypothesis **H5a** was rejected. These results contrast with the findings of previous studies, which reported an influence of perceptions of knowledge-sharing behavior control with the intention to share knowledge. Previous research conducted by Ryu *et al*. (2003); Lin and Lee (2004); So and Bolloju (2005); Tohidinia and Mosakhani (2010). The results of this study do not support the theory of planned behavior proposed by Ajzen, this is because the sample size is still small and further this is possible because of the influence of gender, level of education, and work experience as it has been revealed earlier research, (Constant *et al*. 1994, Connelly and Kelloway, 2003; Miller and Karakowski, 2005). Whilst the influence coefficient between perceived behavioral control of knowledge-sharing behavior is at 0.257 with a p-value of 0.008. P-value <0.05 indicates that the hypothesis **H5b** acceptable. These results indicate the existence of significant influence between perceived behavioral control to share their knowledge with knowledge-sharing behaviors.. Based on the analysis of indirect effects between perceived behavioral control toward knowledge-sharing behavior through the intention of knowledge-sharing, the indirect effect coefficient obtained by 0.070x0.400 = 0.028. That is, regardless of the value perception of knowledge-sharing behavior control, it will not affect the level of knowledge-sharing behavior, although the value of knowledge-sharing willingness to change.

Continuing from above, the influence coefficient between the intention to share knowledge with knowledge-sharing behavior is at 0.400 with a p-value of 0.017. P-value <0.05 indicates that the hypothesis **H6** acceptable. The results are consistent with the findings of previous research that states the higher the willingness to share knowledge, the higher the knowledge-sharing behavior. Previous research conducted by Bock and Kim (2002); Lin and Lee (2004); Tohidinia and Mosakhani (2010).

Conclusion

This study is expected to give thinking contributions in testing the consistency of the planned behavior theory (which consists variables of attitude, subjective norms, and perceived behavioral control) and the relation of information technology variable and Islamic taught with knowledge-sharing intention and behavior.

The research results that indirectly the theory of planned behavior has significant influence on knowledge-sharing behavior. While attitude and subjective norm has significant and indirect influence on knowledge-sharing attitude, this support the theory of planned behavior by Ajzen. The attitude to share knowledge is showing strongly delightful attitude, intimate atmosphere, complacency, capacity and ability in the field involved. Perceived behavioral

control has no indirect influence on knowledge-sharing behavior and this fact does not support the theory of planned behavior by Ajzen. This situation is because in University context, the impossible condition creates difficulty perception in experiencing knowledge-sharing.

Religion taught and information technology indirectly has significant influence on knowledge-sharing behavior, in this case, knowledge-sharing is as crusade in the name of Allah SWT relating to worship and goodness to be done. If the situation permits, then knowledge-sharing can be benefited to develop the knowledge and improve the horizon of thinking.

This study has been done by applying scientific standards, yet this study still has limitations such the study is limited only in measuring the influence of the theory of planned behavior, technology information proficiency, religion taught variables on knowledge-sharing intention and behavior. Other than that, the results of this study cannot be generalized to all Islamic Universities in Indonesia because only few samples are tested and for future study, it can be added some other variables such as climate, organizational culture, and leader's commitment.

Theoretical Implications

The results provide the theoretical implications of the theory related to HRM about the factors that influence the willingness and behavior of knowledge-sharing. The behavior should be encouraged to share their knowledge with the chief and should focus on building a positive attitude through improved faculty relations and recognition for their contributions. Bock and Kim (2002), explains that the positive behavior of the underlying share knowledge arises through the belief that sharing knowledge and belief that the benefits one can contribute to improving organizational performance. Gurteen (1999), states that if people understand that sharing knowledge will help them: "... perform tasks more effectively, ... keep their jobs; help them develop their careers, and enhance self-actualization, the sharing of knowledge that will be realized." Therefore it needs more specific attention in managing human resources, because if human resources is managed well, it will give many contribution in yielding effectiveness in organization, for instance helping organization in pursuing its targets, using skills and abilities of workforces efficiently, and increasing job satisfaction and employee's actualization maximally.

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